

# **Washington Educators: Shaping the Future**

## **Annual Report of the Washington Professional Educator Standards Board**

**Submitted to:  
Governor Gary Locke  
Washington State Legislature  
State Board of Education  
Superintendent of Public Instruction**

**DECEMBER 2004**



# INTRODUCTION

Parents in Washington will tell you that the most important work in the state is educating their children. Business leaders will tell you that students must be better prepared to take their place in a competitive workforce. Students will tell you they are more likely to be engaged in their learning if their teacher knows the subject area well and brings it alive in the classroom.

We agree. As members of the Professional Educator Standards Board, there are statements about the reform of education and the significance of the profession that we can make with certainty and assurance. Teaching matters. Leadership counts.

**Setting clear and high standards will help all children achieve at higher levels, but it is skilled educators who make it happen.** We continue to affirm this as the result of research and discovery, discussion and deliberation.

We agree as well that the work of upholding the standards for education professionals should be assigned to educators themselves. We are gratified and honored to be acknowledged as key advisors to the Governor, State Legislature, State Board of Education, and State Superintendent of Public Instruction. Our inspiration and energy comes from the knowledge that the work that we do will help shape not only the profession of education, but will have a positive impact on the lives of those we serve: the students of Washington State.

Our role is to provide recommendations on issues as directed by state policymakers, and to identify and give counsel on those issues that we believe require attention.

This report is intended to provide policymakers with an accounting of our work and activities. Together with a growing array of products and publications produced by the PESB, our goal is to provide policymakers with policy options and recommendations that will further our shared vision of educator quality.

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Kay Nelson  
PESB Chair



## **Vision/Mission**

The vision of the Washington Professional Educator Standards Board (PESB) is educator quality, recognizing that the highest possible standards for all educators are essential to ensuring attainment of high standards for all students. The mission of the PESB is to:

- Advise and provide recommendations to the State Board of Education, Superintendent of Public Instruction, Governor and Legislature on the full range of issues affecting certified education professionals, including: recruitment, hiring, preparation, certification, mentoring, professional growth, retention, governance, assessment, and evaluation;
- Oversee effectiveness of new basic skills and subject matter assessments to be required of all new teachers prior to state certification; and
- Bring greater public focus and attention to policy issues affecting certified education professionals.

## **PESB Members**

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Rebecca Bowers, Dean, College of Education and Professional Studies,  
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Carolyn Bradley, Fourth-grade teacher, Bernice Vossbeck Elementary, Lynden  
Carol Coar, school psychologist, Tacoma School District  
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Sheila Fox, Director of University-School Partnerships, Western WA University  
Vicki Frei, classified instructional employee, Clarkston School District  
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Tim Knue, agriculture education teacher, Mount Vernon High School, Mount Vernon  
Gloria Mitchell, principal, T.T. Minor Elementary, Seattle  
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Martha Rice, parent representative and School Board Member, Yakima  
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Vacant, superintendent  
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## **PESB Staff**

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# **2004 PESB YEAR IN REVIEW**

## **I. Advise and Provide Recommendations to State Policymakers on Issues Affecting Certified Education Professionals**

### **Alternative Routes to Teacher Certification: Accomplishments and Future Direction**

The PESB's Alternative Routes to Teacher Certification program provides support for the formation of field-based partnerships between school districts, educational service districts (ESDs) and higher education teacher preparation programs to offer one or more of three school-based alternative routes to teacher certification. The programs are aimed at experienced paraeducators, mid-career professionals, and individuals with conditional certificates with expertise in subject areas in which Washington is experiencing shortages. Program design criteria for alternative route programs include:

- Performance-based mentored internships in a K-12 classroom, complemented by other training and formal learning opportunities offered on or near districts, online or via the K-20 network. The length of the program is determined by the time required for the interns to demonstrate competency related to Washington's residency certificate standards. Programs are "open exit" rather than a set period of time for all;
- Teacher development plan that identifies the alternative route requirements for each candidate, crediting prior experience and education; and
- High quality and quantity mentoring including completion of training specifically designed for mentors of interns and beginning teachers.

In contrast to preparation programs that are designed around credit hours and seat time, these programs strive to be truly performance-based. They utilize a variety of instructional formats that capitalize on the opportunity for immediate application of knowledge and skills in a K-12 classroom. The mentored internship is intended to blend classroom teaching experience, under the supervision of a trained mentor teacher, with formalized learning opportunities provided by higher education teacher preparation programs at or near the school sites.

In the first year of operation, the 2002-03 school year, 165 interns participated in the Alternative Routes program. These individuals are now fully certified teachers in subject and/or geographic shortage areas. Ninety-three percent of these teachers are employed as full-time, part-time, or substitute teachers.

In the second year of operation, the 2003-04 school year, 88 participated in the Alternative Routes program. These individuals are now fully certificated in subject and/or shortage areas. Data are being collected regarding their employment status. There are currently 171 interns enrolled for the 2004-2005 school year.

## **Program Strengths**

- **High Caliber Interns** - Program coordinators report that interns are highly qualified and possess a maturity that comes with the program's work experience requirement.
- **Helping to Address Washington Teacher Shortages** - All interns are endorsed in subject matter and/or geographic-related shortage areas. Focusing on documented shortages provides a better investment of state dollars and helps to ensure that interns will be employed as teachers following program completion.
- **More Performance-Based** - The Washington State Institute for Public Policy (WSIPP) interim evaluation noted that the alternative route programs are more performance-based compared to non alternative route programs. This type of program design is particularly appealing to experienced paraeducators, conditional certificate holders, and mid-career professionals.
- **Better Prepared to Teach** - Seventy-three percent of mentor teachers of alternative route program completers surveyed by the WSIPP rated them "better prepared than teachers from traditional programs." An additional 18 % found them "at least as well prepared."
- **Cost-Effective** - Five out of six alternative route programs charge less for tuition than for other teacher preparation programs offered by the same institutions. Programs have instituted "package pricing" meaning that interns pay a one-time fee for the entire program.

## **2004 Accomplishments**

### **1. Regional Alternative Route Consortia Programs**

The PESB secured \$239,000 from the federal Fund for the Improvement of Postsecondary Education (FIPSE) grant program. The funds supported the development of regional alternative route consortium programs in ESDs 101 (Spokane) and 105 (Yakima). The benefits of this model are that it:

- Creates a strategy to recruit, prepare, and retain teachers within specific communities to solve local shortages locally;
- Is fiscally responsible by directing state funds where the greatest shortages exist;
- Is ethically responsible and market driven;
- Extends the reach of alternative route programs into eastern Washington;
- Is cost-effective (tuition is \$6,700 for ESD 101 and \$6,030 for ESD 105, the differential reflecting the mixture of public and private institutions in each consortium);
- Supports the partnerships of higher education, ESDs, and local school districts; and
- Capitalizes on the purpose, function, and networking capability of ESDs.

Two cohorts, one in each ESD, are currently participating in a performance-based preparation program delivered by multiple institutions in each region. A total of 27 interns are enrolled for school year 2004-05.

Four of the original alternative route programs continue to operate with a total of 134 interns enrolled for school year 2004-05. All qualified interns receive a conditional loan scholarship award supported by state funds or a Transition to Teaching (TTT) stipend. This is the last year of the TTT grant funding. Thus, continued state funding support is essential to build on the initial successes of the program and to provide for expansion.

## **2. Route 4: Conditional Certificate Holders**

The 2004 Legislature created a fourth route for eligibility to participate in an alternative route program. This legislation was particularly timely in light of the No Child Left Behind federal legislation that requires teachers of “core academic subjects” to be fully certificated to be deemed “highly qualified.”

PESB staff facilitated communication regarding the route 4 option with conditional certificate holders assigned to teach “core academic subjects.” As a result, a total of 28 individuals teaching with conditional certificates are participating in alternative route programs during the 2004-05 school year. This effort will contribute to the state’s efforts to comply with the No Child Left Behind teacher quality requirement

## **3. Partnership for Dance Educators with Conditional Certificates**

Given the number of dance educators throughout the state who are teaching with conditional certificates, the PESB facilitated the creation of a partnership program that involved four institutions. Central Washington University and Western Washington University, in collaboration with PESB staff, designed a portfolio process by which the dance endorsement competencies could be assessed in preparation for participation in an alternative route program provided by City University or Pacific Lutheran University. It is anticipated that the participating dance educators will earn residency certificates by June 2005.

## **NEXT STEPS:**

Achieve Greater Access and Opportunity - Program expansion this past year is utilizing a new delivery model, regional alternative route teacher preparation consortia, involving multiple, rather than a single, higher education institutions in partnership with ESDs and local school districts. This model has provided access for prospective teachers in ESDs 101 and 105, focusing particularly on rural and remote districts. Plans include the evaluation of new supply and demand data to identify a third ESD region where the consortium model can be implemented.

Reinstatement and operation of the Skagit/Whatcom County Alternative Route Partnership program will be explored. Districts in this region partnered with Western Washington University in 2002-03 supported by federal Transition to Teaching funds. This program produced math and science teachers who are currently employed. The partnership requested time to regroup given changes occurring at Western and within the partnership districts.

Plans also include issuing a Request for Proposals (RFP) to attract additional higher education institutions to provide alternative route programs particularly in areas with little or no access to programs.

All of the plans for increasing access and opportunity are contingent upon continued legislative funding.

Review and Evaluate Existing Programs - PESB staff will conduct program reviews of each of the existing alternative route programs. Independent evaluator data for both the state partnership programs and the FIPSE regional consortia programs will be reviewed and program adjustments made as appropriate.

Development of "Pipeline" Programs for Paraeducators With Transferable Associate Degrees - Participation in the alternative routes programs by paraeducators with AA degrees has decreased. Part of the decrease is explained by a change in the level of stipend funding, part by the fact that challenges are posed by paraeducators who need to maintain employment while completing the internship, and part by the lack of special education, bilingual education, and/or ESL endorsement programs that can articulate with the alternative route program. Efforts are underway, especially as part of the regional consortia programs, to design preparation program options that can result in a baccalaureate degree and a residency certification for paraeducators.

Legislative Request - While the design of the alternative route program is a strong recruitment mechanism, it has been the funding for intern conditional loan scholarships that has enabled the participation for many individuals. Financial assistance for paraeducators as well as mid career professionals transitioning to teaching careers continues to provide a powerful recruitment incentive. In addition, higher education preparation programs continue to witness the merits of institutional changes involved in implementing a performance-based alternative route model and are beginning to appreciate the value of consortia models. Both of these models require that higher education identify and address barriers that interfere with making the changes required to implement performance-based and consortia programs. Thus, continued and enhanced funding support is essential in continuing to support change in how and where teacher preparation programs do business and to attract highly qualified candidates to the teaching profession.

## Improving Mathematics Instruction: Implications for Preparation and Professional Development

The supplemental budget enacted by the Legislature and signed by the Governor in April 2004 charged the PESB with submitting a report by November 1, 2004 to the Governor, Superintendent of Public Instruction, State Board of Education, and the education and fiscal committees of the Legislature regarding:

*. . . . . specific implementation strategies to strengthen mathematics initiatives by improving teacher knowledge and skill development including: (i) teacher preparation program approval standard changes; (ii) teacher certification requirement changes and the development of new expertise credentials; (iii) state-established standards to guide the approval of professional development providers and offerings related to mathematics; and, (iv) other related recommendations. The PESB shall base the recommendations on determinations of the status of teacher preparation and professional development opportunities and work with appropriate parties.*

Over the course of seven months, the PESB:

- Formed a subcommittee of members, using outside expertise as needed, to review research and exemplary state practices related to preparation and ongoing professional growth for teachers providing instruction in mathematics;
- Assessed current status of preparation and professional development in Washington State;
- Invited presentations and convened panel discussions with practitioners and experts in conjunction with PESB meetings; and
- Collaborated with other agencies, organizations and individuals working to improve mathematics instruction in Washington State on developing recommendations related to this charge.

On November 1<sup>st</sup>, the PESB released its report, *Math Teachers Count: Raising Teacher Knowledge = Raising Student Achievement*. This report may be downloaded directly from the PESB website (<http://www.pesb.wa.gov/reports.index.htm>) or by contacting the PESB.

The Professional Educator Standards Board (PESB) believes Washington is well underway in its efforts to increase student math achievement and is already experiencing positive results. The recommendations contained in this report focus on policy supports and programmatic changes related to increasing teacher knowledge and skills necessary for continued progress. With these recommendations, the PESB supports the goals of:

- Ensuring that the knowledge and skill standards for prospective K-8, Middle-Level Math/Science (MLMS), and Secondary Math (Math) endorsed teachers are uniformly high and appropriate for them to help all students meet state standards.

- Promoting program approval processes and policies that highlight exemplary practice, emphasize accountability for results, and collect and report meaningful data for decision making.
- Providing teachers delivering instruction in mathematics, both new and experienced, with the support and resources they need to respond to higher standards and curriculum changes for students.
- Designing and implementing a new system by which the state sets standards and enhances access and opportunity for participation in high quality mathematics professional development equitably statewide.
- Moving away from a “clock hour” based system of certificate renewal to professional growth plans that allow math teachers greater flexibility to participate in a wider range of professional development activities that are directly tied to school and district learning improvement goals.

### **Helping Ensure Teachers are Highly-Qualified in the Subjects They Teach: Alternative Pathways for Adding Endorsements**

Given the new requirements of the Reauthorization of the Elementary Education and Secondary Act (No Child Left Behind) that all core academic subject classes must be taught by a teacher highly-qualified in that subject area, districts are increasingly encouraging teachers to pursue additional subject endorsements to their current teaching certificate. Under current Washington Administrative Code, adding an endorsement requires completion of a Washington approved college/university endorsement program. The PESB heard from many teachers and school district administrators concerned about adequate access and opportunity for teachers to pursue added endorsements under the current system. Access to programs can be problematic, particularly for rural and remote areas.

The PESB has responsibility for the new subject matter tests (Praxis II) that will be required for all applicants for teaching certificate endorsements beginning September 1, 2005. The PESB initiated discussions with higher education teacher preparation programs, ESDs and school districts related to how the Praxis II could be used to provide new options that would enhance access and opportunity for teachers seeking to add subject endorsements to their teaching certificates. We consulted with educators with expertise in Washington’s endorsement competencies and representatives from higher education teacher preparation to examine endorsements in terms of similarity in subject-specific skills and methodology, surveyed educators to validate these studies, and convened key stakeholders to discuss the pros and cons of new options and proposed policy changes.

Based on PESB recommendations, in June 2004 the State Board adopted changes in rule to allow certified teachers to add certain subject endorsements to their certificate through successful passage of the Praxis II subject knowledge test. The endorsements that may be added through this new “test-only” Pathway 1 are those that have been identified as compatible in terms of instructional methodology with the endorsement(s)

currently held. Thus, only demonstration of competency in subject knowledge is required to earn an additional endorsement.

In August 2004, the State Board adopted additional rule change, creating a second pathway for teachers to add subject endorsements to their certificates. Pathway 2 involves successful passage of the subject knowledge test and classroom-based observation-demonstration of competencies for those endorsements that differ in instructional methodology from those currently held. A table of pathway 1 and pathway 2 endorsement options may be found at:

[http://www.pesb.wa.gov/Endorsements/ADD\\_AN\\_ENDORSEMENT.htm](http://www.pesb.wa.gov/Endorsements/ADD_AN_ENDORSEMENT.htm)

The PESB believes the creation of these new pathways will create far greater access and opportunity for teachers to gain additional subject endorsements to their teaching certificates, ensuring them greater employability as well as appropriate credentials for compliance with state and federal law.

### **NEXT STEPS:**

The PESB will work with the OSPI Professional Education and Certification Division and State Board of Education to ensure statewide implementation of alternative pathways 1 and 2 for adding certificate endorsements.

## **Supporting Student Learning: Recognizing the Role of Educational Staff Associates**

Because the PESB advises state policymakers on issues affecting all certified Washington educators, our membership and mission includes certified educational staff associates (ESAs). They are the school counselors, school psychologists, social workers, speech and language pathologists and audiologists, school nurses, school occupational therapists, and school physical therapists that address the needs of the whole child, thus often enabling learning to occur. Policy changes directed at teachers or other educators can sometimes have negative or unintentional impact on ESAs. During the past year, the PESB has addressed and is recommending policy change in one such area.

According to RCW 41.32.010, public school district or community college employees in an instructional position employed less than full-time and participating in teachers' retirement system (TRS1) may elect to have earnable compensation defined as the compensation the member would have received in the same position if employed on a regular full-time basis for the same contract period. This is for the purpose of calculating retirement benefits to ensure that members who receive fractional service credit under RCW 41.32.270 receive benefits proportional to those received by members who have received full-time service credit. The RCW defines "instructional position", however, as a position in which more than seventy-five percent of the

member's time is spent as a classroom instructor, (including office hours), a librarian, or a school counselor. ESAs typically spend more than 75% of their day in direct contact with students, just not as "classroom instructors" as required by the current statute.

In late 2002 the PESB submitted a letter to Senator Don Carlson, Chair of the Joint Committee on Pension Policy (JCPP), requesting that the JCPP analyze fiscal impact and forward their recommendations for policy change to the state Legislature and met with legislators and stakeholders to urge action on this issue. In 2004, the JCPP recommended that the Legislature allow part-time ESAs to annualize their salaries when calculating their average final compensation, but this legislation did not pass.

### **NEXT STEPS:**

The PESB will again meet with legislators and testify in support of successful passage of legislation to allow part-time ESAs pension policy equity with certified teachers.

### **Status of Online Options for Teacher Preparation**

The State Board of Education requested that the PESB examine trends and options related to online delivery and completion of a teacher preparation program. The PESB looked at programs across the nation that characterize themselves as "online" teacher preparation programs and found that these programs appear to fall roughly into 3 categories:

1. Non state-specific online programs leading to first teaching certificate.
2. State-specific online programs leading to first teaching certificate.
3. Online programs that lead to completion of education degree(s), but not certification.

The PESB shared the following findings and observations about these programs with the State Board of Education:

1. Only one program leading to teacher certification is completely "online". With the exception of the American Board for the Certification of Teacher Excellence (ABCTE), which requires no student teaching prior to certification, all other programs leading to certification have online delivery of coursework, completed by a classroom-based student teaching experience. These programs also use the online format for submission of artifacts that collectively form a portfolio of evidence of meetings standards for certification, and to create cohorts among online students for exchange of information and observations throughout the program.
2. Some online programs leading to certification, while not approved providers in Washington State, do prepare teachers who later are eligible for certification in Washington State. Through current State Board WAC, individuals who complete an approved regionally-accredited teacher preparation program in other states



may be granted certification in Washington State. For example, an individual who completes University of Phoenix's online program and becomes certified in Utah could apply and receive Washington certification because University of Phoenix is regionally accredited and state approved in Utah. Individuals who complete ABCTE certification in Idaho, however, would not be eligible for Washington State certification because ABCTE is unaccredited, although it is state-approved in Idaho.

- The PESB posed additional questions back to the State Board of Education for their own consideration and/or consideration in requesting further study of the PESB: What are the implications for State Board WAC guiding program approval? For example, current State Board policy requires physical location in Washington State and a Professional Educator Advisory Board (PEAB) for each program. What does this mean in a virtual environment?
- If current State Board rule allows reciprocity for those who complete online programs in other states but not in Washington, is this inconsistent policy?
- Should the State Board develop incentives/support to encourage existing state approved providers to develop/implement additional online delivery? How can this be done strategically to provide greater statewide access and opportunity to teacher preparation?
- Is it more cost-effective and higher quality for the State Board to expand existing provider capabilities, or to encourage new institutions that already offer online programs to seek state approval?
- What are the development costs for online delivery? In the long run, is online delivery cheaper or more expensive for the candidate? For the institution?
- How would the State Board evaluate the success of these programs? What are current indicators of program success used to evaluate Washington approved teacher preparation programs that apply/do not apply here?

### **NEXT STEPS:**

The PESB will continue to discuss these issues and questions with the State Board of Education in determining what additional study or potential policy changes should be pursued.

## **Supporting and Collaborating with Other Educator Quality Efforts**

**Program Approval Site Visit Teams** – PESB members have participated, along with members of the State Board and OSPI staff, in four, three-day site visits to higher education educator preparation programs. The purpose of site visits is to determine if programs are in full compliance with program approval standards. The State Board of Education uses the reports to make decisions about continued approval.

**Successful Implementation of the Professional Certificate** - As of September 2001, all teachers who receive residency teaching certification are also expected, within five years, to earn a second-level teaching certificate, the professional certificate. In 2003, the PESB submitted a report with recommendations to the State Board of Education on actions to improve full implementation of the professional certificate. Following this, the State Board of Education and OSPI's Professional Education and Certification Division formed working groups focusing on the issues raised in the PESB's report and other areas for improvement. PESB members have participated in these ongoing working groups.

**Promoting Improved State Data Systems for Informed Policy Decision Making** - Too often the answer to questions posed by the PESB regarding the qualifications of teachers providing instruction in mathematics and the availability of high-quality professional development has been "we don't know". Washington lacks critical data needed to inform policy development as well as evaluate effectiveness of implemented policies. For example, we don't currently know how many teachers providing instruction in mathematics hold a major or minor in math, whether they hold the appropriate certification for teaching math, whether there is a relationship between student demographics or geographic location and qualifications of math teachers, and whether or not and where math teachers have access to high quality professional development.

For the past year, the PESB has promoted the development of a coherent and comprehensive state data system that provides an accurate picture of the mathematics educator workforce and educator workforce as a whole to better inform decision making. We focused attention on it at an invitational policy forum last fall, and collaborated with the Center for Strengthening the Teaching Profession, University of Washington, and OSPI in identifying key data elements and discussing issues related to data management and use. Development of a new online certification system and central repository of educator credential data system is well underway within OSPI, and the PESB supports these efforts.

**National Commission on Teaching and America's Future (NCTAF)** - Washington State benefits from its relationship with this influential organization and its extensive knowledge of research and state practice related to teaching. The PESB serves as the prime contact in Washington State for NCTAF, exchanging information and ideas that shape state policies nationwide.

## **Actions for State Policymakers**

From the work described in this section and our legislated role to “advise and provide recommendations to state policymakers on issues affecting certified education professionals”, the PESB recommends that:

### **The Governor and Washington State Legislature:**

- Ensure successful expansion of alternative routes to teaching statewide with priority given to regions of the state without current access to alternative route programs;
- Implement recommendations contained within the PESB report, *“Math Teachers Count: Raising Teacher Knowledge and Skills = Raising Student Achievement”*, including providing support for:
  - PESB convening cross-institutional higher education task force representing colleges of education and liberal arts/sciences to focus on effective collaborative strategies for ensuring competency-based preparation of highly-qualified mathematics teachers;
  - Trained math mentor teachers to provide coaching and design professional development for teachers in schools with greatest need based on student math achievement; and
  - Web-based centralized professional development registry and evaluation system for state approved continuing education providers.
- Implement recommendations guiding additional study and action contained in the PESB’s policy brief, *Getting and Keeping the Teacher We Need: Paying for What We Value*. These recommendations relate to the state’s education finance system, including the need for in-depth analysis and development of alternatives to the current configuration of the state’s salary allocation model given its lack of alignment with the state’s emerging performance-based system of educator preparation, certification, and ongoing professional growth.
- Amend current RCW to recognize the crucial contribution of Educational Staff Associates to student learning by correcting the inequity in the teacher retirement system benefits that exists between ESAs and teachers by expanding the definition of “instructional position” to include certified educational staff associates

### **The State Board of Education:**

- Implement recommendations contained within the PESB report, *“Math Teachers Count: Raising Teacher Knowledge and Skills = Raising Student Achievement”*, including:
  - Incorporate expertise in content areas into the 5-year endorsement program review process;
  - Pursue potential addition of mathematics specialist/coach endorsement within certification system;

- Adopt new standards, recommended by PESB and OSPI, for state-approved providers of professional development for certificate renewal; and
  - Adopt rules allowing interested school districts to implement the use of Professional Growth Plans to renew/maintain certificates.
- Support statewide implementation of the State Board's new rule, based on PESB recommendations, creating two new alternative pathways that provide greater access and opportunity for teachers to gain additional certificate endorsements.

### **The Superintendent of Public Instruction:**

- Implement recommendations contained within the PESB report, *"Math Teachers Count: Raising Teacher Knowledge and Skills = Raising Student Achievement"*, including:
  - Review and revise current endorsement competencies for K-8, Middle Level Math/Science and Math;
  - Incorporate individuals with expertise in content areas into the five-year program review process;
  - Review current measures of preparation program quality and complete development of a framework and components of a state-level assessment system for educator preparation; and
  - Pursue potential addition of mathematics specialist/coach endorsement within certification system.

## **II. Oversee Effectiveness of Basic Skills and Subject Matter Assessment for Prospective Teachers.**

### **Washington Educator Skills Test – Basic (WEST-B)**

In 2000, the Washington State Legislature created and directed the Professional Educator Standards Board (PESB) to develop a prospective teacher assessment system. Under this law, the PESB established the WEST-B (Washington Educator Skills Test—Basic) as a requirement for admission to approved teacher preparation programs in Washington. The WEST-B is also required of persons from out of state seeking a Washington State residency teaching certificate.

Each year since September of 2001, the PESB has worked with the WEST-B contractor, National Evaluations Systems, Inc. (NES) on the development and administration of the basic skills test for prospective teachers. The PESB closely supervises the assessment program to ensure that its compliance with the law is fully aligned with the Washington State policies and practices, and is appropriate for verifying the basic skills knowledge of individuals seeking entry into the Washington State teaching force.

**Test Administration** - September 2004 marked the end of the second year of administration of the WEST-B as a requirement specified in RCW 28A.410.220. For the past two years, the WEST-B has been given on six different dates at nine different locations throughout the state. In January 2005, a trial test administration will take place at Yakima to explore the feasibility of it becoming a permanent test site.

A printed registration bulletin along with the WEST-B website (<http://www.west.nesinc.com>) informs candidates in advance about the test and its administration. In addition, a study guide that contains a complete list of test objectives and descriptive statements along with sample test items and answers can be downloaded and printed from the WEST-B website.

**Technical Advisory Committee** - At the inception of the WEST-B, the PESB formed a Technical Advisory Committee (TAC) of educators with both practical experience and regional or national expertise in the development and implementation of licensure testing programs. This past year the TAC was convened by the PESB to review the annual passing analysis which included a review of the passing scores, the reciprocity of the WEST-B with other tests, and reporting issues related to requests for additional score reports.

**Scoring and Reporting**- Scoring is accomplished promptly and accurately at the NES Scoring Center in Sacramento, California. Both the multiple-choice components of the subtests (electronic scoring) and the constructed-response component of the writing subtest (professional scoring) are monitored with quality control checks utilized to ensure consistency.

- **Candidate Reports** - Unofficial scores are accessible for approximately two weeks from the WEST-B website by 5 p.m. Pacific time on the official examinee score report mailing date. If an examinee registered via the website, the unofficial scores will be sent to the examinee's designated e-mail address. Official WEST-B score reports are mailed on the examinee score report mailing date specified in the 2004-2005 WEST-B Registration Bulletin and on the WEST-B website. Beginning five weeks after the test administration date, an examinee can request an additional score report or have one sent to another address for a fee of \$10 each.
- **Institutional Reports** - The PESB and the Washington institutions of teacher preparation programs, receive test administration reports electronically after each administration. The institutions use these reports to monitor the performance of students applying to their programs and to evaluate how well these applicants are prepared for a program in teacher preparation.

As per RCW 28A.410.2420, the **Data Collection and Reporting System for Admitted Candidates** was implemented this past year. Gathering the data for the reporting system required the collaborative efforts of the institutions of higher education, the PESB, and NES. Each institution was required to provide data for candidates who have been admitted to a state-approved teacher preparation program. These data were then compared with NES testing records, and an Admitted Candidates Matching Reports was generated for each institution and the PESB. NES also provided the PESB with the range of scores and demographic information for admitted candidates for whom a match was found in the testing records.

**Annual Reports** - Annual reports are distributed to the PESB and the institutions of higher education (IHEs) with state-approved teacher preparation programs at the end of each testing year. IHEs will find the reports helpful in meeting federal and state reporting requirements as well as evaluation of program effectiveness.

**Test Updating** - The WEST-B was constructed with the flexibility to change as needed to ensure that it continues to support the legislative intent to award certificates to fully qualified applicants. Test objectives, items, passing scores, and writing tasks are to be reviewed and adjusted as needed to maintain the connection between the test and the basic skills competency expected of teachers in Washington State.

**Support for Candidates** - Consistent with the intent of the Legislature, the WEST-B is designed to support candidates who wish to become Washington State educators. Information about the registration dates and locations is readily available in print format and on the WEST-B website. Candidates also have access to PESB staff who will answer questions about the program through several communication channels including a toll-free telephone line, fax line, Telecommunications Device for the Deaf, and email. Additional score reports beyond the three the candidate selects at registration have become available during this past test year. After five weeks from the administration

date, an examinee can order an additional score report or have one sent to another address for a \$10 fee.

Alternative testing arrangements that are reasonable in the context of this licensing test and supported by documentation may be provided for the following examinees who would not be able to take the test under standard conditions:

- Examinees whose religious practices do not allow them to take tests on Saturdays
- Examinees with physical disabilities (e.g., visual impairments, hearing impairments, motor disabilities, illness or injury) or cognitive or emotional disabilities (e.g., learning disabilities)

Requests and accompanying documentation are reviewed on a case-by-case basis upon receipt.

**Support for Colleges and Universities** - To support the legislative intent of improving teacher preparation, colleges and universities receive from the WEST-B test program reports on the performance of candidates who are applying as well as focused information on students who have been admitted to their programs.

**WEST-B policies** - During the past test year, the PESB adopted WAC allowing individuals from out-of-state applying for a Washington State residency teaching certificate or out-of-state applicants to masters-degree level teacher preparation programs, in lieu of passing the WEST-B, may provide official documentation of passing scores on the Praxis I or the Praxis I CBT computer-administered test or passing scores from California or Oregon on the CBEST.

**Results from the Past Year WEST-B Test Administration** - During the second year of the administration of the WEST-B (Washington Educator Skills Test-Basic), 7,938 prospective teachers were tested, which is approximately a 17% increase over the number of examinees in the first year of administration. Of the 6,875 examinees who took all 3 subtests on their first attempt, 79% passed all three. The initial passing rates were higher for the individual subtests, with 94% of 7,488 examinees passing the reading subtest, 92% of 7,495 examinees passing the mathematics subtest, and 83% of 7,665 examinees passing the writing subtest on the first try. Since examinees can retake the WEST-B subtests, the cumulative passing rates are higher with 88% of 7,213 examinees who attempted all three subtests during the 2003-2004 test year eventually passing all three subtests, 96% of 7,488 examinees eventually passing the reading subtest, 95% of 7,495 eventually passing the mathematics subtest, and 90% of 7,665 eventually passing the writing subtest.

Of the 7,938 total WEST-B examinees, 6,214 identified themselves as White, 359 as Asian/ Pacific Islander, 323 as Hispanic, 128 as Black/African American, and 73 as American Indian/Alaska Native. Also, 229 examinees identified themselves as multi-racial and 612 provided no response as to their ethnicity. The initial pass rate for the ethnic groups were 88% for the no response group, 81% for White, 77% for multi-racial, 67% for American Indian/Alaska Native, 58% for Asian/Pacific Islander, 52% for

Hispanic, and 43% for Black/African American. The cumulative pass rate for the ethnic groups were higher: 92% for the no response group, 90% for White, 89% for multi-racial, 75% for American Indian/Alaska Native, 71% for Asian/Pacific Islander, 67% for Hispanic, and 62% for Black/African American.

### **Admitted Candidates Report**

4,207 candidates were admitted by the 22 institutions with state-approved teacher preparation programs. Of that number, the WEST-B test vendor, NES, was able to match 4,012 with a WEST-B test record. NES had no test record for 195 (5%) admitted candidates who had never registered to take the WEST-B subtests prior to admission to a teacher preparation program. The percentages of admitted candidates with no test record prior to admission ranged among the teacher preparation institutions from 0% to 33%. The statewide average is 5%.

Out of the 4,207 admitted candidates, 3,816 (91%) had completed the WEST-B requirement before admission to a teacher preparation program. Of the 4,012 admitted candidates matched with a WEST-B record, 4,005 took the reading subtest by the time of admission and 3,962 (99%) passed. The mean score for the passing examinees was 273 within a passing range of 240 to 300. Of the 4,012 admitted candidates matched with a WEST-B record, 3,982 took the mathematics subtest by the time of admission and 3,914 (98%) passed. The mean score for the passing examinees was 276 within a passing range of 240 to 300.

Of the 4,012 admitted candidates matched with a WEST-B record, 3,990 took the writing subtest by the time of admission and 3,884 (97%) passed. The mean score for the passing examinees was 265 within a passing range of 240 to 300.

The PESB established WAC 181-01-001 making it possible for out-of-state candidates who have not passed the WEST-B to apply for a teaching permit. The teaching permit is good for six months and can be renewed for another six months. This policy provides additional time for out-of-state candidates to pass the WEST-B.

The PESB also adopted WAC 181-01-002 that allows out-of-state applicants to masters-degree level teacher preparation programs, in lieu of passing the WEST-B, to provide official documentation of scores on the Praxis I, the Praxis I CBT computer-administered test, or passing scores from California or Oregon on the CBEST.

These results are presented in the PESB report, "Washington Prospective Teacher Assessment System: 2003-2004 Results." The report is available on the PESB website at <http://www.pesb.wa.gov/reports/AssessmentSystem2003-2004.pdf> or by contacting the PESB Assessment office at (360) 725-6274.

### **NEXT STEPS:**

The PESB will continue to monitor the results of the WEST-B to determine if changes should be made in the WEST-B program. During the next year the PESB will address the following:



- Test administration - The PESB will continue to evaluate the testing dates, sites and materials to make sure that the program effectively serves the candidates and the institutions.
- Technical soundness - The PESB will convene the TAC to ensure that the validity and reliability of the WEST-B are maintained.
- Higher education teacher preparation program improvement - The PESB will collaborate with the OSPI Office of Professional Education and Certification by interpreting data gained through the Admitted Candidates Data Collection and Reporting System for higher education teacher preparation program improvement.

## **Washington Educator Skills Test – Endorsements (WEST-E/Praxis II)**

RCW 28A.410.220 directs the PESB to implement subject knowledge tests to be required of candidates applying for teaching subject endorsements beginning September 1, 2005. Furthermore, the law required the tests to be made available for use beginning September 2003.

In May 2002, the PESB contracted with Educational Testing Service (ETS) to provide the Praxis II series of subject knowledge tests.

**Technical Advisory Committee** - During the implementation phase of the WEST-E/Praxis II series program, the PESB recruited educators with regional and national expertise to form a Technical Advisory Committee (TAC). The TAC met during this past year to assist the PESB on technical issues related to the implementation of the endorsement tests.

**Completion of Validation and Standards Setting** - After selecting the Praxis test series, The PESB and ETS convened panels of 15-20 Washington teachers and representatives to review the tests and recommend a passing score. Standard setting panels for the last 12 of the 32 endorsement area tests met during this past test year.

**Adopting Passing Scores** - The PESB has reviewed the recommendations from the last 12 standard setting panels. Based on these recommendations, the PESB has adopted passing scores for the tests reviewed by these panels. A list of all 32 WEST-E/Praxis II tests selected for use in Washington and the passing scores can be found on the WEST-E/Praxis II website at <http://www.ets.org/praxis/prxwa.html>.

**Dance and Bilingual endorsement assessments** - Currently, 10 dance educators are working with two university's teacher preparation programs to complete their Dance portfolios. Once all members of the pilot group have completed their portfolios, the PESB will assess the feasibility and cost associated with the process.

In January 2004, the PESB approved a language proficiency assessment for the bilingual endorsement. It comprises two components:

- a. Candidates completing a state approved Bilingual program in Washington must be certified as language proficient by the program.
- b. Out of state candidates may be certified as language proficient by their teacher preparation program or may be certified as language proficient by a Washington State approved bilingual program OR pass an ACTFL test to be certified as language proficient.

**WEST-E Policies** - During the past test year, the PESB adopted WAC allowing individuals applying for a Washington state residency or professional teaching certificate based on WAC 180-79A-257 and possessing at least three years state certified teaching experience have up to one calendar year from issuance of the temporary permit to pass the WEST-E subject knowledge test, provided they are eligible for a temporary permit under WAC 180-79A-129.

#### **NEXT STEPS:**

The PESB will begin the RFP process for the contract that serves the WEST-E program. The current contract with ETS expires in June 2007. The PESB will also assess the feasibility and cost associated with the Dance portfolio assessment process.

**WEST-B and WEST-E Communication and Outreach** - The PESB assessment staff developed a comprehensive communications plan that strives to:

- 1) Provide regular up-to-date information to the stakeholders who are impacted by the policies and practices of the PESB teacher assessment program; and
- 2) Develop a stronger, more visible message to the stakeholders about how the administration of the assessments will complement state efforts to improve educator quality.

The stakeholders include:

- Applicants to teacher preparation programs (both bachelor's and master's degrees)
- Applicants seeking additional endorsements to their certificates
- Assessment/certification offices in other states
- Certification officers of the IHEs
- Deans and directors of the teacher preparation programs of the Institutions of Higher Education (IHEs)
- Education Service District certification specialists
- Personnel directors of public and private schools
- Principals of public and private schools
- Professional Associations (e.g. Mathematics Council and Science Teachers' Association)
- Staff of the OSPI Office of Professional Education and Certification
- Superintendents of public and private schools

The forms through which the messages will be communicated involve websites, telephone, email, list serves, US mail, meetings, field visits, conference presentations, conference presentations, state organizations Board meetings, and the Certification Quarterly Video Conference.

#### **NEXT STEPS:**

The assessment staff will implement the assessment communications plan to ensure a smooth and efficient implementation of the WEST-E/Praxis II by September 2005.



### **III. Bring Greater Public Focus and Attention to Policy Issues Affecting Certified Education Professionals**

#### **Outreach**

PESB members and staff have presented on the work of the Board both to inform as well as to gain input into our work at numerous meetings and conferences of the following organizations/associations during 2004, including:

- American Association of Colleges of Teacher Education
- Association of Washington School Principals
- Educational Service District Superintendents and Certification Officers
- National Association of State Directors of Teacher Education and Certification
- National Commission on Teaching and America's Future
- National Education Association
- OSPI Certification Conference
- OSPI January Conference and Summer Institutes
- Professional Education Advisory Boards
- State Board of Education – updates at every bi-monthly meeting
- Washington Association of Career and Technical Educators
- Washington Association of Colleges of Teacher Education
- Washington Association of School Administrators
- Washington Education Association
- Washington Education Research Association
- Washington Parent Teacher Association
- Washington School Personnel Administrators Association
- Washington Speech Language Hearing Association
- Washington State School Director's Association
- Washington Statewide Paraeducator Conference

## Communications

- **Web Site** – The PESB’s website plays a crucial role of handling the large volume of inquiries we receive, particularly with regard to alternative routes to teacher certification, and the WEST-B and WEST-E testing programs.
- **Notification Lists** – In 2003, the PESB website received over 30,000 hits and has accumulated a database of over 2,900 email addresses to which we send updates and program news.
- **Publications** – In addition to our required annual report of activities, and various informational documents regarding our work that have been widely distributed, the PESB produced two major reports in 2004:

***Great Teachers for All Students: Issues and Strategies for Washington State.*** This report is a summary of the discussion and recommendations from an invitational policy forum hosted by the PESB and the National Commission on Teaching and America’s Future.

***Math Teachers Count: Raising Teacher Knowledge and Skills = Raising Student Achievement.*** This report, discussed earlier in this document is based on a study assigned to the PESB by the 2004 legislature and contains recommendations for changes in policy and practice.

Both reports may be downloaded from the PESB website (<http://www.pesb.wa.gov>) or by contacting the PESB.

# BUDGET AND OPERATIONS

## 2004 Meeting Schedule and Locations

The PESB has made an effort to meet in strategic locations across the state to allow practicing educators the opportunity to attend and participate in PESB meetings. The following is a list of dates and locations for the PESB meetings that occurred in 2004.

Dates	Location
January 7, 2004	Olympia, Washington
March 23-24, 2004	Blaine, Washington
May 20-21, 2004	Yakima, Washington
July 15-16, 2004	Olympia, Washington
September 14-15, 2004	Vancouver, Washington
October 18, 2004 (Emergency Meeting)	Olympia, Washington
November 16-17, 2004	Seattle, Washington

The agendas and minutes from the meetings listed above may be found on our website <http://www.pesb.wa.gov>.

## Executive Committee

The 7-member Executive Committee serves as the planning and agenda-setting committee of the PESB and is comprised of

- three teachers,
- one administrator,
- one educational staff associate,
- one higher education representative, and
- one public/parent representative elected from among PESB members.

The following is a list of dates and locations of the PESB Executive Committee meetings that occurred in 2004.

Date	Location
April 4, 2004	Olympia, Washington
June 22, 2004	Burien, Washington
August 6, 2004	Burien, Washington
October 7, 2004	SeaTac, Washington
December 10, 2004	SeaTac, Washington

## **PESB Operating Budget**

PESB was appropriated an operating budget of \$418,000 for FY 2004. The budget breakout is shown below:

- 20 percent of the PESB's FY 2003 expenditures were for meetings of the PESB, its Executive Committee, and project-related subcommittees, including assessment related activities.
- 74 percent for salaries and benefits,
- 3 percent for outreach and technical assistance, and
- 2 percent for member professional development



# **PESB FUTURE GOALS AND WORK PLANS**

In addition to the “next steps” on specific projects discussed thus far, the PESB has identified the following as goals for which we will be developing specific work plans for 2004 and beyond:

## **Increase recruitment and retention of highly-qualified individuals representing our state’s diverse student population to education professions.**

- Increase paraeducator access to alternative and traditional routes to teacher preparation.
- Examine efforts to recruit and retain teachers, ESAs, and principals to shortage areas and develop recommendations for improvement. Highlight model programs statewide aimed at recruiting for diversity.
- Development recommendations for high quality alternative routes to principal certification.
- Study and develop recommendations related to ensuring an adequate supply of Educational Staff Associates.

## **Work collaboratively toward development of new career and compensation structure for educators**

- Raise policymaker awareness of misalignment between state salary allocation model and Washington’s new performance-based system of educator preparation, certification, and ongoing professional development. Advocate for necessary changes in SAM as part of state consideration of fundamental reform in the state’s education finance system.
- Advocate for development and piloting of knowledge- and skill-based compensation models.

## **Simplify and streamline processes and requirements for obtaining and maintaining educator certification while upholding standards.**

- Study and develop recommendations for improvement of access to comprehensive, comprehensible information about requirements and application processes for Washington certification and certified educator positions.
- Identify policies and procedures that may discourage individuals from entering and remaining in educator professions.
- Recommend changes to current clock hour and credit system for maintaining certification to better align with Washington’s new performance-based system.

## **Strengthen and support preparation and professional development as a partnership between K-12 and higher education.**

- Increase alternative route partnership programs with greater emphasis on truly competency-based program designs
- Explore new means and needed supports for delivery of high quality inservice in rural/remote school districts.

### **Ensure high quality educator preparation and standards for certification.**

- Study and make recommendations for improvement of teacher preparation to teach reading and improve student reading skills.
- Study relationship and relevance of new state standards and certification processes for principals versus their daily job reality.
- Continued implementation of the WEST-B and WEST-E testing program for teacher certification.

### **Promote improved state data systems to provide accurate picture of educator workforce.**

- Convene stakeholders to identify and develop specific recommendations about: key data elements that should be included in the system; considerations of access and privacy; use of data; and system management and reporting.

### **Support provision of high quality and quantity mentoring for all beginning and struggling educators.**

- Review data on strengths, weaknesses, access and opportunity related to Washington's current mentor training programs.
- Advocate adequate and sustained support for successful peer mentor and principal mentorship programs.

### **Link systems of educator evaluation and professional growth.**

- Study ways in which evaluation needs to better align with and inform professional growth and implications for policy and practice.

### **Improve educator access to information about, and opportunities for involvement in, the work of the PESB.**

- PESB members increase presence and involvement in higher education preparation program professional education advisory boards (PEABs).
- Develop and implement new strategies for deliberate networking with key stakeholders related to educator quality.

## **PESB 2005 MEETING DATES AND LOCATIONS**

January 12-13, 2005	Olympia, Washington
March 10-11, 2005	Blaine, Washington
May 18-19, 2005	Spokane, Washington
July 21-22, 2005	Olympia, Washington
September 21-22, 2005	Yakima, Washington
November 17-18, 2005	Seattle, Washington





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